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TEACHER'S GUIDE FOR THE EFFECTIVE USE OF "RECORDS OF SUPERVISED OCCUPATIONAL EXPERIENCE AND TRAINING IN VOCATIONAL AGRICULTURE".

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A NATIONAL COMMITTEE OF TEACHERS, TEACHER EDUCATORS, AND SUPERVISORS DEVELOPED THIS TEACHER'S GUIDE TO THE "RECORDS OF SUPERVISED OCCUPATIONAL EXPERIENCE AND TRAINING IN VOCATIONAL AGRICULTURE" (VT 001 592). THE FEATURES, STUDENTS, PRINCIPLES, AND PROCEDURES OF THE EXPERIENCE PROGRAM ARE DISCUSSED. SPECIFIC DIRECTIONS AND SAMPLE ENTRIES FOR USING THE RECORD BOOK AND A SAMPLE FORM OF A TEACHER'S RECORD OF STUDENTS ON PLACEMENT ARE PROVIDED. BOTH THIS DOCUMENT AND VT 001 592 ARE AVAILABLE FOR 50 CENTS EACH FROM FRENCH-BRAY PRINTING COMPANY, CANDLER BUILDING, BALTIMORE, MARYLAND 21202. DISCOUNTS ON QUANTITY ORDERS ARE AVAILABLE. (JM)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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"RECORDS OF SUPERVISED OCCUPATIONAL EXPERIENCE and Training in Vocational Agriculture"

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DIRECTING OCCUPATIONAL EXPERIENCE TRAINING IN VOCATIONAL AGRICULTURE

WHAT IS SUPERVISED OCCUPATIONAL EXPERIENCE?

One of the basic principles of vocational education in agriculture is that schools *should* provide for directed or supervised experience in agriculture. Directed or supervised experiences in agriculture may be obtained by the student on a farm, in farm-related agricultural occupation, or a combination of the two. Modern agriculture affords many employment opportunities for youth, which the effective teacher can utilize to build sound vocational education programs designed to meet the needs of pupils and society.

1. ***It is "experience."*** This is its purpose. It is "learning by doing" in the most practical sense. It provides the opportunities to apply, to participate in applying, or to observe the application of the principles and practices to be learned. "Experience is the best teacher" goes the old adage. It is also said that "we learn what we do." Experience can result in wrong learnings as well as right ones. It is important, therefore, that we give attention not only to the extent and scope of the experience, but to the quality of the experience as well.

2. ***It is "Career Centered."*** The student-trainee is usually employed as a worker and receives wages and/or other compensation commensurate with his value to the employer. As a beginning worker, his value would normally be less than that of an experienced worker. Because of his career interest in learning and in gaining experience, and because he receives related class instruction, he may become a very valuable worker under continued employment.

3. ***It is "agricultural."*** Farm experience is a requirement to employment in many agricultural fields and a necessity for those planning careers in farming. The directed experience must be on a farm or in an agricultural establishment which contributes to the accomplishments of the student's occupational objectives.

4. ***It is "supervised."*** Supervised experience is considered as an integral part of the vocational agriculture training program. It must therefore be under the direction and supervision of the school. As applied here, this is interpreted to mean that:

   a. It is the responsibility of the school to select and approve the persons to be trained and the places for such training.

   b. A plan of training (an individual training program) is cooperatively planned and agreed upon by the trainee, the teacher, and the employer.

   c. The school (i.e. the teacher) keeps in close touch with the trainee and the employer to check on accomplishments, to discuss problems, to provide as as well as assist the employer in providing on-job instruction, and to correlate the occupational experiences with the related class instruction.

   d. The school accepts responsibility for evaluating the student's experience in cooperation with the employer.

FOR WHOM IS SUPERVISED OCCUPATIONAL EXPERIENCE INTENDED?

This experience is intended for the following students of vocational agriculture, including young adults:

1. Those who do not live on farms.
2. Those who live on farms which are part-time, residential, marginal, or for other reasons do not provide opportunity for experience of the type desired.
3. Those who desire experience on a farm or in an agricultural business of a distinctly different type than that carried on at home.

For these students it is usually necessary to provide all, or part, of the on-job portion of their training away from home. Good supervised occupational experience can most often serve as the beginning, and possibly the major part, of the agricultural experience program. It is desirable to supplement

it with other types of experiences such as good productive enterprises and farm and home improvement projects when possible.

For a student who lives on a good farm, the best place to secure experience usually is at home, through the development of an ownership or partnership type of farming program. Supervised experience (described above) is not intended for the students who live on good farms. Participation of these students in the home-farm work is normal and natural. Emphasis, for them, can best be placed upon activities which will:

1. Build equity or net worth looking toward a partnership or other means of establishment in farming;
2. Provide experience in planning, executing, and analyzing farm enterprises;
3. Provide insight into the management aspects of operating a farm business.

WHAT ARE SOME BASIC PRINCIPLES TO BE OBSERVED?

1. The teacher should recognize that supervised experience is much more than a job. *It is the means by which the entire instructional program is made vocational and "real" to the student.* It provides the opportunity for the teacher to relate all his instruction to practical agricultural problems and procedures with which the student has some familiarity. It makes career centered instruction in vocational agriculture possible.
2. The teacher should never forget that the value of the supervised experience program depends greatly upon his instruction. To best understand principles, to observe practices and results, to make adequate plans, and to keep desired records, the student needs appropriate instruction both before and during the experience.
3. The student, the parents, and the employer should all understand clearly the function of the supervised experience program. They should know that, from the standpoint of the school, it is *an educational program* and that it will be planned and supervised as such.
4. The place of training should be selected or approved in accordance with the following criteria:
   a. The type and extent of the agricultural operations should be such as to provide experience and study of the type which the student identifies in career planning.
   b. The level of efficiency in the management of the business should be high. In other words, the student should have an opportunity to learn good practices, *not poor ones.*
   c. The employer should be willing to cooperate to the extent of:
      (1) Carrying out the training agreed upon.
      (2) Providing satisfactory living and working conditions.
      (3) Providing a fair rate of compensation.
      (4) Cooperating with the teacher in evaluating student progress.
5. The period of placement should be of sufficient length to permit experience through the principal cycles or processes.
6. As the placement arrangement is continued there should be provision for increased responsibility commensurate with the student's ability and development.
7. All persons involved should understand all the applicable provisions of child labor laws and social security, and the need for adequate insurance.

LOCATING AND APPROVING OCCUPATIONAL EXPERIENCE OPPORTUNITIES

It has been indicated previously that, since the supervised experience is an integral part of the vocational agriculture training, the school must exercise discretion in approving training situations. Suggestions for placing students:

1. *Locating opportunities.* How can suitable farms and other desirable establishments be located? The reports of teachers who have conducted this type of training successfully should be helpful.

Most of the successful teachers report that they were familiar with a number of such offerings through personal contacts and surveys. Other opportunities were located with the assistance of an advisory council or consulting committee, through adult classes, or by consultation with the employment service representative. In some cases, students or their parents were instrumental in locating opportunities for training. The Bureau of Employment Security also may render valuable assistance in this connection.

2. ***Approving farms and other training establishments.*** Who takes the responsibility for approving or disapproving a place of training? In some cases, the teacher will assume full responsibility. Another plan is to have a responsible group which will make the final decisions. This might be the regular advisory council or consulting committee, or it might be a special committee appointed for this purpose. It is important that the members of this committee understand clearly the nature of the work experience program and the requirements of a good training situation.

The school superintendent, principal, and guidance director should either be involved directly or be adequately and continuously informed.

The school should maintain a list of approved farms and establishments and this list should be kept current, adding new ones and eliminating others as the occasion demands. A card file is recommended.

3. ***Placing students.*** It is the practice in most schools to place students on specific farms or establishments with every possible effort being made to match the student's interests and goals with the opportunities provided. A few schools, however, have supplied students with a list of approved opportunities and permitted them (with parents' approval) to make the initial approach. A student must avoid seeking employment in a situation which cannot be approved. At times, however, a student or his parents may know of a good opportunity not on the approved list. This may be satisfactory provided the student and his parents understand that they should make no arrangements which are not subject to subsequent approval by the school.

USING THE RECORD BOOK

PLANS FOR GETTING STARTED IN AN AGRICULTURAL CAREER (Page 1 in the Record Book)

Occupational goals, even though tentative, are important to effective education in vocational agriculture. On this page each student should identify the career or careers which he has selected. The statements relative to "plans for reaching my objective," should show the contributions of occupational experiences in agriculture. Students should be helped to select experiences which have high value in terms of their chosen careers. All students should complete this page each year. New students will need considerable guidance and instruction before they can complete this part of the record book.

Many states have developed study guides for a series of lessons on *Careers in Agriculture*. It is especially important that students have the benefit of instruction in career planning. Most of the following suggestions may be found in "State Guides" for a teaching unit on agricultural careers.

1. Have students set aside one part of their regular school notebook for agriculture in which they will record career information.
2. Help students to identify and describe their previous experiences in agriculture. Discuss reactions to these experiences. (A record of their experiences may be valuable to the teacher as well as to the student).
3. Study agricultural careers in this area.
   a. Develop a list through class discussion.
   b. Arrange for speakers, interviews, surveys, and field trips dealing with these careers.
   c. Compare their career possibilities in terms of requirements and opportunities.
4. Study agricultural careers not common to the area.
   a. Give particular attention to those requiring additional education in agriculture.
   b. Many films are available which feature these opportunities.

c. Speakers from the State College of Agriculture, study of college publications and other sources should be used.

d. Secure publications on job opportunities.

5. Have students discuss in class their tentative choices, checking on student's knowledge of various factors.

6. Schedule individual conferences with students as early as possible.

7. Have each student prepare a *first draft* of the information to be recorded on page 1. Check and revise if necessary before allowing the student to transfer it to page 1.

8. Examples of entries of Career Choices by three students:

a. NURSERYMAN: To be a nurseryman one must know shrubs and trees. I need to learn more of them and how to care for them. I can get about four acres of land from my folks on which to plant my own nursery.	I hope to work at Barnes Nursery about 800 hours each year. I will learn names of shrubs and trees and how to grow them. I hope to start some on my own with help from Mr. Barnes. I will save $400 towards a greenhouse.
b. VO-AG TEACHER: A teacher of vocational agriculture has to know a lot about farming. He has to go to college. This costs at least $1,000 a year if one can't get a scholarship.	I will save about $500 this year toward college expenses. I hope to work on 2 or 3 large modern farms during my 4 years in high school. I shall plan my subjects so that I can get into college.
c. RANCH MANAGER: My uncle who lives 200 miles away wants me to work on his ranch when I finish school. I won't need much money to start, but if I am to manage the ranch someday I guess I need to learn a lot.	I plan to work on nearby farms or ranches—especially where they have machinery. I would like to work some for the local Vet. in winters to learn about diseases of animals and how to look after them. After I get my own car I plan to work summers on my uncle's ranch to learn the way he runs it.

Some Individual and Class Activities the Teacher May Employ During Instruction to Help Students Plan Their Future in Agriculture

1. Make a community survey of farms and agricultural opportunities.
2. Participate in "career days."
3. Visit local businesses or industries related to farming. Have the students check the extent to which agricultural training and experience are needed for the various jobs in the respective businesses: .....Essential, ...Desirable, ...Not Required.
4. Have students interview representative farmers to determine the proficiencies and abilities needed.
5. Take class to observe or to interview workers in certain non-farm agricultural occupations.
6. Interview men in agricultural service jobs. Try to find advantages and disadvantages of the work.
7. Develop as a class project a chart listing representative types of farming and other agricultural job opportunities. In other columns indicate the availability of these opportunities, advantages, necessary training or education, and experience needed.
8. List different ways of securing practical experience in a farming occupation.
9. List conditions that are necessary for maximum benefit of experience.
10. Have students make long-time plans for the earning and use of money.
11. Obtain brochures and monographs describing opportunities in various agricultural and related occupations and the training and other qualifications necessary. (School guidance library).

12. Use books which provide information about farming and non-farm agricultural opportunities.
13. Use of visual aids on farming and other agricultural occupations.
14. Refer to catalogs of agricultural colleges, vocational technical schools, and short courses.

WHERE I WORK (Pages 2 & 3 in the Record Book)

It is the purpose of this section to provide a place for recording significant facts about the farm or other places where the student gets his occupational experience. It is available for ready reference. The teacher, as well as the student, needs to know the situation and the opportunities it offers for experience. The teacher must have this information when planning the program with the student. Space is provided in case the student should work on more than one place.

When Should This Section Be Completed? It should not be completed until a tentative selection of the farm or establishment has been made and it is known that this opportunity is approvable. It should, however, be *done* as early as possible after these points have been checked, and before the training program is developed.

What Instruction Should Be Provided Before The Student Completes This Section? Instruction should be provided to all students who will have this job to perform. The students should be instructed in regard to the approach to be made to the owner. They should understand that this does not represent a *complete and detailed inventory* but should contain all items which will be of considerable significance in relation to training. In some situations the teacher may need to assist in obtaining the information. *More instruction* on the inventory and *business analysis* should be scheduled during the year.

MY OCCUPATIONAL (WORK) EXPERIENCE PROGRAM—PLANS (Pages 4 & 5 in the Record Book)

The purpose of the individual training program is to provide for systematic and progressive occupational training in terms of the needs of the student. In addition, it provides a means of evaluating the student's progress.

The individual training program is most essential in providing the best possible learning. A planned program is the element which will most likely distinguish good occupational experience training from that which is simply labor.

Teaching Procedure to Follow in Developing a List of Jobs to Be Performed: This problem involves the following steps:

1. Identifying the jobs and responsibilities which the student needs to learn to perform in order to reach his ultimate goal. (Standard lists for different types of work are helpful).
2. Determining which of these jobs the placement situation provides opportunities for performing.
3. Further refining the list to include only jobs which are appropriate to the age and ability of the student.
4. Finally, arriving at a reasonable and practical list, in consultation with the employer, which it is mutually agreed that the student should be able to perform during the ensuing months.

The final list should be sufficient in length and broad enough in scope so that the student may have a feeling of accomplishment. At the same time, it need not be considered final in the sense that it cannot be changed or expanded. Other responsibilities may be added if new opportunities appear or if the student develops ability more rapidly than anticipated. Whether or not such additions are made will depend to a large extent upon the judgment of the employer.

To be systematic in developing the training program it is essential that teachers have lists of jobs which an individual must be able to perform successfully. Such lists will contain many jobs which are primarily managerial in nature. The training program for a given year, however, should contain only the jobs of a managerial character for the boy who has managerial responsibility. Every effort should

be made to develop background understanding and insight into managerial problems. Where boys can be given responsibility for managerial decisions, these should be identified and recorded under the list of jobs in the training program. (Pages 4 and 5 in the Record Book)

The training plans from year to year should provide for continuous growth from the simple to the more complex jobs and those requiring the exercise of judgment. Much understanding of the managerial aspects of the operation can be developed through special assignments and related instruction at school and on the job.

Degree and Extent of Experiences Gained. This record is intended to assist the student in making systematic appraisals of his learning. Through class and individual instruction the teacher should guide the individual student to make meaningful and interpretive entries. In many cases the teacher and student may wish to consult with the employer, since he is most conversant with the day to day performance of the student.

Sample Items

Jobs and Responsibilities	Degree and Extent of Experiences Gained
Machine Milking	*Can do it well* since I have operated machines alone for the past month—time required to milk 30 cows is now less than 50 minutes.
Servicing Tractor	Did this four times including changing oil filter and making record on forms kept in shop but I *still need more experience.*

SUMMARY OF FARM AND HOME IMPROVEMENT PROJECTS (Page 6 in the Record Book)

This page provides opportunity for the student to record improvement projects carried out on *his home place.* It is *not* intended to be a record of such work carried out at the place of employment. Only those projects should be recorded which are definitely planned as a part of the student's educational program.

PLACEMENT AGREEMENT (Pages 7 & 8 in the Record Book)

The Placement Agreement is *an essential document* to use in helping students to secure a satisfactory situation in which to obtain occupational experience. It is valuable as a means of securing mutual understanding on the part of students, teacher, parents, and employers as to the conditions of employment. It is evidence as to the *official status* of the student's program. All parties are taking a risk in case of an accident without a signed agreement.

Prior to the completion of the *Placement Agreement* it is necessary to provide some preliminary instruction to the students in regard to their duties and responsibilities as well as their rights and privileges. Some class discussion concerning usual conditions will be helpful.

It is desirable for all parties to be present when details are agreed upon. If this is not possible, the student and teacher, at least, should discuss arrangements with the employer and reach an understanding which should be subject to parental approval.

Items which apply should be checked, or preferably initialed, and other items added if needed. Simple, brief statements of the terms should be employed. If any exceptions are to be made, these should be designated.

Extra copies of the agreement form may be duplicated or purchased in packages of twenty-five from French-Bray Printing Company, Baltimore, Maryland 21202 if it is desired to provide copies for the employer, the school, or work copies for the student.

Suggested Activities

1. Check over the agreement form with the class and discuss each point.
2. Use sample agreement forms and illustrate desired items.

3. Provide information about Social Security, Workmen's Compensation, and Federal Income Tax regulations.
4. Have a representative of the Bureau of Employment Security discuss problems of employment with the class.
5. Have an employer and student discuss their agreement with the class.

RECORD OF WORK EXPERIENCES AND WAGES (Page 9 in the Record Book)

This section provides a record of the work done by the student, the extent and type of training received, and the wages received. It is sometimes used as a basis for determining wages due at the end of a pay period. Further, it is evidence to the fact that the student is meeting requirements for supervised occupational experiences.

There are many variations in placement assignments and hours worked. Students who work nearly every day in the month may use a full page each month. Some students may not need this much space and they should be instructed by the teacher as to the best way of handling their records if he wishes to have them enter records for more than one month on a page.

At the teacher's discretion, the student may be permitted to *indicate* the *kinds* of *routine duties* only once a month.

At the end of each month, the student should transfer the totals of hours worked and the total wages to the "Annual Summary" on Page 10 of the Record Book.

SAMPLE ENTRIES

SUMMARY OF THE WORK I DID *(List the Different Kinds of Jobs You Did This Month*)*	Hours Worked Per Day			Wages[1] Received
	Date	Unpaid	Paid	
Machine Milked—40 cows (full mgt. for 20 days)	1		4	
Operated Forage Chopper—Drove Tractor	2	8	3	
Cleaned Barn	3		8	
Dug and bagged shrubs	4		2	
Worked in salesroom—moving shrubs, plants, etc.	5		8	
Painted Benches	6		4	$30.80

* Include Managerial Responsibilities
[1] These are total cash wages before deductions

Suggested Activities

1. Analyze and compare entries of students early in year. Show class examples of good entries.
2. Check individual records at frequent intervals and make suggestions to students.
3. Use regular period in school (when in session) for students to complete this record.
4. Allow students a few minutes at opening of class to make entries in their record books.
5. Summarize and obtain totals on first day following end of month.
6. Have students use small pocket notebook in which to make notes to be used when completing the record. When this is done, it is a good plan for the record book to be *kept at school* when school is in session.
7. Have students make notes on a calendar which provides space for notes each day.

ANNUAL SUMMARY OF HOURS WORKED AND CASH EARNED (Page 10 in the Record Book)

The purpose of this record is obvious. Not only is this information necessary for the school and for required reports, but it is essential if the student needs to file an income tax statement.

Students should be instructed to enter the correct records weekly or each *pay day*. If the employer does not withhold taxes, the student should be encouraged to save an amount to cover any anticipated payment.

SAMPLE ENTRIES

Year 19.... Pay Period	Employer(s)	Total Hours (1)		Cash Earned Before Deductions (2)	*Deductions* Social Security (3)	Income Tax (4)	Take Home Pay (5)
		Unpaid	Paid				
10-16	Atwood Farms	5	26	$30.80	$1.34	$4.00	$25.46
10-20	Barnes Nursery		8	10.00	—	—	10.00
10-31	R. A. Lyman		84	88.40	2.69	10.00	75.71

RECORD AND SUMMARY OF NON-CASH EARNINGS FROM WORK EXPERIENCE (Page 11 in the Record Book)

The purpose of this record is to account for items of monetary value received by the student in addition to cash wages. In some cases, such items may represent substantial value which is part of the compensation for work performed.

It is important that the student fully recognize the values represented here. Appropriate recording of these values will accomplish this purpose as well as provide the information for other purposes.

The teacher may find it desirable to establish, through class discussion or in some other way, some standard values to use for meals and lodging away from home. Other considerations should be valued as fairly as possible.

Resources for personal farming (Section B—Page 11) are often a part of the compensation. Examples include pasture and feed for livestock, use of farm machinery, use of land for a cash crop, lumber, fertilizer and other farm supplies, stock, plants, and seeds. Every effort should be made to identify and fairly value this form of compensation.

Other non-cash placement earnings (Section C—Page 11) may take many forms. Only items which are definitely covered in the placement agreement should be included. i.e. Students who receive a gift or present should not regard this as *compensation*. Example of items which may be listed in Section C include transportation to and from work, use of automobile, gasoline for student's car, and farm produce for student's family.

MY FINANCIAL STATEMENT (Page 12 in the Record Book)

Students who have supervised occupational experience programs usually have substantial cash earnings. A financial summary enables the student to check on his year to year progress in *saving* and *investing* his money.

Teachers should encourage all students to prepare an annual financial statement as a means of checking progress toward their financial goals. The teacher also will need the information for his state reports.

LEADERSHIP AND COOPERATIVE ACTIVITIES (Pages 13 & 14 in the Record Book)

Since most teachers are familiar with record forms of this type, no special instructions are needed. However, it is well to note that these experiences are of great importance to sound preparation for a satisfying career in agriculture.

RECORD OF VISITS AND CONFERENCES (Page 15 in the Record Book)

Page 15, like other pages in the *Record Book*, is designed solely to meet needs of the students. Teachers should keep their own records of conferences and supervision as needed. (See suggested form which follows)

It is expected that most entries will be made by the teacher. This does not mean that employers or parents may not record their comments if they wish.

Space is provided for the date and initials of person recording comments. This is especially needed for teachers in multiple teacher departments.

Comments recorded should be constructive. In general they should serve to recognize the student's progress or remind the student of agreements or steps *he* is to undertake for further progress.

Sample Entries

(WHM)

9-22—Make a date with Mr. Ralph Jones at Farmers Co-Op to find out more about your career choice.

10-13—Include in your work experience program the farm mechanics jobs which we discussed with your employer and list them on page 4 or 5.

12-21—Your employer says you are always on time. Good!

3- 6—You made a good point on rearranging the feeding schedule. This shows, "you are thinking on the job."

SAMPLE FORM

TEACHER'S RECORD OF STUDENTS ON PLACEMENT

Student's Name	Employer	Date Starting	Date Ending	Work-Hours Schedule